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AUTHOR Jipson, Janice; And Others
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ABSTRACT

This book describes several projects addressing experiences as women educators in defining the positional perspectives related to the understanding and reconceptualization of teaching and curriculum. Each project faces the dilemma of imposition in the authors' work with student teachers, teenage mothers, children of color, community members, and early childhood educators. Personal encounters with the imposition of class expectations, cultural perspectives and gender roles are confronted in this work. The book is comprised of 4 parts with a total of 10 chapters. Chapters include: (1) "Teacher-Mother: An Imposition of Identity" (Janice Jipson); (2) "Becoming the Good Mother: The Emergent Curriculum of Adolescent Mothers" (Susan Victor); (3) "Multicultural Curriculum Development in a Multiple-Cultural Context: Whose Voice?" (Karen Froude Jones); (4) "Here I Go Again: Supervision, Defining a Cultural Role" (Gretchen Freed-Rowland); (5) "Speculations: Negotiating a Feminist Supervision Identity" (Petra Munro); (6) "Multiple 'I's': Dilemmas of Life-History Research" (Petra Munro); (7) "Is Collaborative Research Collaborative: Life History, Whose Life?" (Karen Froude Jones); (8) "'I Felt Like We Were Rats or Something': The Problem of Imposition in Participatory Research" (Susan Victor); (9) "Research as Autobiography: Imposition/Life" (Janice Jipson); and (10) "Words! Words! Words!" (Gretchen Freed-Rowland). (EH)

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